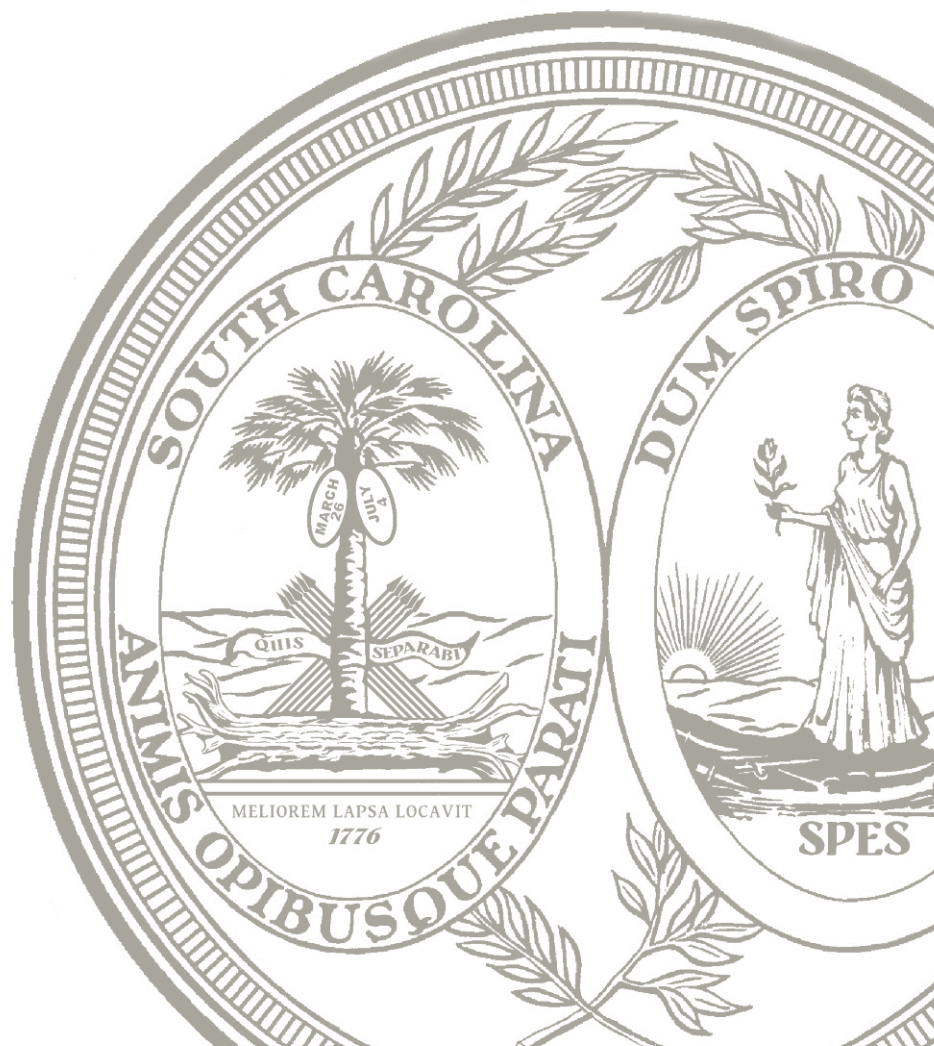


Coach with and for Data

Part of Data Literacy for
Instructional Leaders Series

**SCDE Office of Educator
Effectiveness and Leadership
Development**





Facilitator

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Must be Data Experts,”
(2008/2009), *Educational
Leadership*, 66(4)



Session Outcomes

- Articulate why it is important to develop data literacy through coaching (coach for data).
- Identify steps needed to create a data literate coaching environment in your school.
- Identify what will be difficult for you to coach with and for data.

PADEPP Standards

Standard 8: Staff Development

- Shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.

Coaching



Image: https://www.trainingzone.co.uk/sites/default/files/styles/banner/public/istockphoto_thinkstock_coaching_blackboard_2.jpg?itok=MLdhsfx2

Coaching **with** Data

Use data or data processes to help the teacher:

Set a goal.

Gain insight.

Test a theory.

Ask critical questions.

Structure next steps.

Identify success or problems.



Coaching for Data

Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning.

Coaching **for** Data

Model data literacy to help the teacher:

Grow and be flexible.

Build self-efficacy.

Embrace data (lose the fear, see the use).

Develop productive habits.

Contribute to the data literate culture.

Make sustained changes to practice.

Why is it important to
coach for data?



1 – Make data relevant.

- What question is being asked?
- What level of data is appropriate?

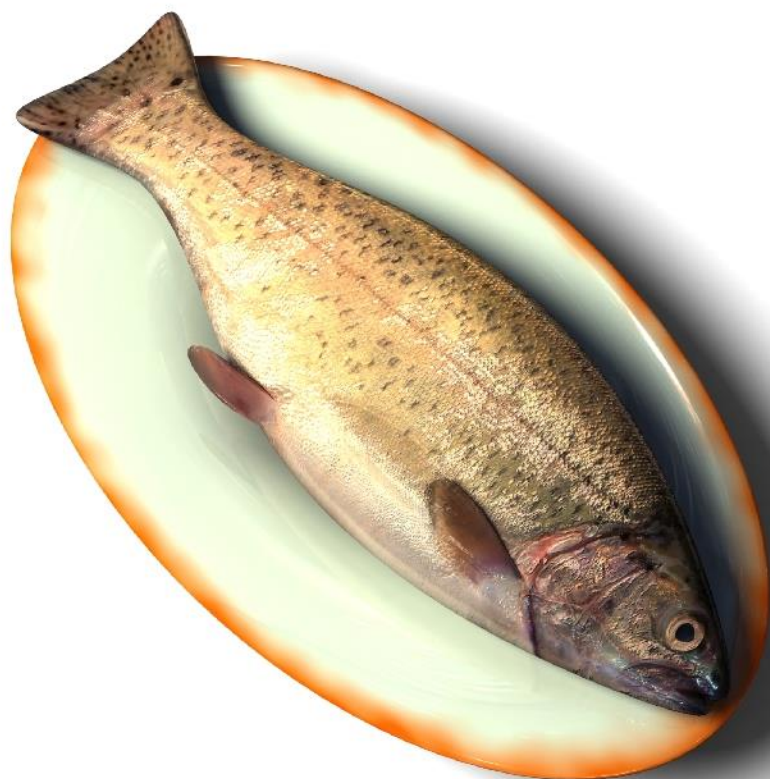


A vibrant green cornfield in the foreground, with rolling green hills and a clear blue sky in the background.

2 – Ensure a rich data landscape.

3 – Fish.









NONE of these
practices build
data literacy.



3 – In other words,
build data literacy.





4 – Make certain
all dialogue is
data literate.



5 – Make data and assessment collaborative.

Research on improving schools and organizations “has concluded that focusing on individual [teacher] development does not develop the interdependence, collaboration, and collective effort essential to improving results.”

- DuFour and Marzano,
Leaders of Learning



Picture: <http://www.joyofkosher.com/category/blogs/food-holiday/page/4/>

6 – Encourage experimentation. Expect failure as part of the process.



7 – Avoid data distraction.

What are the first two steps you need to take to build a data literate coaching environment in your school?



Coaching Rules

- Be clear about purpose.
- Be open.
- Ask questions (coach and coachee).
- Praise/encourage inquiry and initiative.
- Stick to the data – avoid assumptions, especially about students.
- Provide structural supports (assistance, templates, co-analysis, etc.).
- Always include next step and timeline.

Keep a 20/80 ratio.



Assessment Process	Classroom Research Process
1. Set your target(s) at the start of the unit.	1. Identify quality research question(s).
2. Decide on assessment types.	2. Identify needed data and design assessment instrument(s).
3. Decide what percentage of the overall value of the assessment each target should “count.”	
4. Create your assessment(s).	
5. Review your assessment(s).	
6. Administer your assessment (s).	3. Gather data.
7. Analyze your results.	4. Organize data and begin your analysis.
8. Use data to refine your assessment and planning. Plan next steps and forge ahead!	5. Reflect on analysis and implement change.

Scenario Questions

1. What questions need to be asked by the coach and coachee?
2. What level of data are relevant?
3. What type of data are relevant?
4. How would you coach (group or individual)?
5. How do you get around blaming?
6. What support might need to be provided?

Scenario #1

Jennifer is a fifth year teacher who, for the first time, is having a difficult time with classroom management. This particular group of students has been challenging for all teachers, but Jennifer is having particular difficulty and you have received a number of complaints from parents about the fact that their children say that they are not learning anything in her class.

Scenario #2

One of the grade-level teams in your school has particularly low math scores on a mid-year benchmark or interim assessment. The team's scores have been trending down over several months, but the team believes the trend is a fluke.

Scenario #3

Basha is a student in Ms. Smith's class. She is well-behaved and quiet in a class that tends to be rowdy. Basha has reading difficulties like the other members of her class, but does not seem to be making any progress. Ms. Smith is at a loss.

Scenario #4

While overall school scores are average or above average, it is clear from subgroup analysis that African American boys are performing more poorly than other groups in the school, particularly when it comes to reading.

What will be most difficult for you
when it comes to coaching with
and for data?





I can...

- Articulate why it is important to develop data literacy through coaching (coach for data).
- Identify steps needed to create a data literate coaching environment in my school.
- Identify what will be difficult for me to coach with and for data.

References

Dufour, R., & Marzano, R.J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Solution Tree.